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ABSTRACT

The Positive Alternatives to School Suspensions (PASS) program attempts to reduce out-of-school suspension at the secondary level in order to obviate the negative consequences of truancy and interrupted learning. Alternative intervention strategies include the following: (1) isolation from regular classes for varying periods of time; (2) preventive counseling; and (3) parental contact. PASS was implemented in three high schools where the majority of suspensions had occurred. Attention was given to the disproportionality of suspensions of minority students. Typically PASS schools have improving suspension rates. Even during periods when suspensions are not reduced, violent behavior is. The most prominent recommendations, based on recognition that intervention strategies are worthwhile, are as follows: (1) prevention should be a major objective in improving discipline and school climate; (2) school climate should be monitored to help determine the appropriate use of PASS resources; and (3) PASS should be expanded to selected schools where the suspension rate is higher than the district average, rising, or not being addressed by other programs. (LHW)

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EVALUATION REPORT

POSITIVE ALTERNATIVES TO SCHOOL SUSPENSION (P.A.S.S.), 1985-86

PORTLAND PUBLIC SCHOOLS

Research and Evaluation Dept.
Portland Public Schools
Portland, Oregon
Walter E. Hathaway, Director

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August, 1986

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EVALUATION REPORT: POSITIVE ALTERNATIVES TO SCHOOL SUSPENSION (P.A.S.S.), 1985-86

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EXECUTIVE SUMMARY

Positive Alternatives to School Suspensions has been operating in the Portland Public Schools since 1980-81. It focuses on reducing out-of-school suspensions at the secondary level. Obviating the attendant and unintended consequences which are often manifest in truancy and interrupted learning is the main target of the goal of reduced suspensions.

In the place of suspension from school, are a collection of intervention strategies which include: isolation from regular classes for varying periods of time, preventive counseling, and parental contact. Each intervention strategy has its own advantages and makes the school discipline policy more effective by adding a dimension of flexibility and demonstrated concern for student welfare.

The progam was implemented in two Portland high schools in 1980-81 and a third in 1985-86. High schools were targeted because that's where the majority of suspensions had occurred. High or increasing suspension rates have been the criteria for selection. Attention was given also to the concern for disproportionality of suspensions among minority students.

Statistical data and unobtrusive data via interviews with key staff and administrative personnel comprise the source of information for this report. The data reveal that the program attends to the students in each school according to the most prominent indicators of need in that particular school. The data offer a perspective on these schools housing a P.A.S.S. program compared with others and in terms of ethnic populations.

Adminsitrative personnel at each site report evidence of P.A.S.S. providing support for students having difficulty, and intervention strategies that fortify the existing discipline policies and practices.

The data support several conclusions and recommendations. It is clear that typically P.A.S.S. schools have improving suspension rates. Further, that even during a period when suspensions are not reduced, violent behavior (fighting, assaults, etc.) are significantly reduced. The most prominent recommendations cite intervention strategies as worthwhile and that prevention should be a major objective in improving the school discipline and school climate; that monitoring the school climate is much needed as a means of determining the level of appropriate use of P.A.S.S. resources; and that the program ought to be expanded to selected schools where the suspension rate is higher than the district, rising, or not being addressed with other programs.

INTRODUCTION

Suspension of students from school is one of the consequences resulting from inappropriate behavior. In recent years, it has been considered a less desirable tool of discipline because it has the potential to:

1) cause students to miss school and therefore interrupt the learning sequence;
2) compound the problems of students who may be already having difficulty in school;
3) heighten the risk of students becoming truant or dropping out;
4) increase tension between the school and the home; and
5) expose unsupervised students to the perils of the streets.

The Portland Public Schools adopted the Positive Alternatives to School Suspensions Program (P.A.S.S.) in 1980 to provide consequences for inappropriate behavior, and limit the negative impact on the learner. P.A.S.S. makes use of alternatives to the exclusion from school resulting from the standard school suspension. P.A.S.S. broadened the range of legitimate and effective responses to misbehavior in the high school with a four component program: Student, staff, parent, and community. Each component has its own role, and each complements the other in the P.A.S.S. program.

Less negative consequences, firmly and consistently delivered include:

- Conferencing - as a preventive strategy which gives students an opportunity to describe potential problems with teachers, peers, subject matter, and socialization. Students learn to anticipate difficulty and use resources ahead of time.

- "Time-out" - works as a brief cooling off period usually one or two class sessions. It is conceived as a consequence for inappropriate behavior which "re-orientates" a student rather than "punishes"; and

- "In-house" Suspension - during which the student is isolated from the regular activities of the learner for an extended period, not exceeding five days, as a consequence for rules violations, but where the student is kept on-site to minimize loss of contact with the learning environment.

These components and strategies have been implemented in three Portland high schools; two since 1980-81, and one newly implemented during the 1985-86 school year.

The effectiveness of the P.A.S.S. program in Grant, Lincoln, and Roosevelt high schools is discussed in this report. While attribution is not conclusive, it is apparent that the general results have been positive in schools where P.A.S.S. has been implemented. The administrators in charge of discipline in the high schools report that they have welcomed the additional options in effecting appropriate consequences for misbehavior.

Because the disproportionate number of minority students suspended has also been reduced in the P.A.S.S. schools, it appears to assist each school as well as the district in remedying a problem that plagues urban school systems nationwide. The evidence suggests program expansion to schools where suspensions are high or show a pattern of increasing.

A review of these programs' data and their implications coupled with conclusions and recommendations comprise the evaluation report.

PROGRAM DESCRIPTION

P.A.S.S. is a program designed to provide progressive intervention strategies for students as an alternative to out-of-school suspension; an adjunct to school discipline procedures for infractions of the student behavior code.

The P.A.S.S. Program is comprised of four working components which directly support students' behavior and provide alternatives for the school administration. The four components are described as:

1. Student - Preventive and curative strategies for student behavior, problem solving, communications, and human relations as well as academic support during time-out or In-house suspension periods.

2. Staff - Classroom visitations, teacher conferences, and liaison with parents by the P.A.S.S. Coordinator supports staff. In-service and workshop resources add to the services provided.

3. Parent - Linking the parent to the student's school responsibilities helps parents understand school routines and feel less intimidated by the structure of school policies and administration.

4. Community - Making use of the resources in the metropolitan community by matching the young person's needs with appropriate educational and support resources.

The program attempts to provide support for students, particularly those considered "at risk", and direct them toward

more positive behavior through counseling, identification of learning difficulties, and consequences which isolate the student, but which do not put them at 'higher' risk by putting them out of school and on the street. This is accomplished by enhanced contact, support, and direction through staff, parents, community resources and the students themselves.

The P.A.S.S. program is operated under the auspices of the Department of Student Services and directed by Carolyn Sheldon at the District level. The 1985-86 P.A.S.S. program was operational in three high schools in the Portland system: Grant, Roosevelt, and Lincoln. Grant and Lincoln have housed P.A.S.S. since 1980-81. Roosevelt was added in 1985-86. Each program is managed by a full-time coordinator and one adult para-professional. Each program utilizes a self-contained classroom for primary delivery of program services, and works cooperatively with school vice-principals in charge of discipline.

The programs at Grant, Lincoln, and Roosevelt each have the common goal of reducing student suspensions. The programs are shaped largely by the identified needs of students in each school. The population of each school defines an "environment", and demands program management flexibility that encourages resourceful, adaptive responses to discipline policies, practices, and goals at each school.

METHODOLOGY

The evaluation employs the multiple methods of interview, unobtrusive measures, and the use of descriptive statistics. These data are used to interpret the impact and implementation of the P.A.S.S. Program at each site, and as a basis for recommendations in planning the 1986-87 school year.

Data on student contact was collected monthly by each P.A.S.S. Coordinator and forwarded to the Department of Student Services. The data consisted of statistical information as well as anecdotal records. A composite of the monthly reports from all participating schools is presented in tables 1.0 through 5.0.

SUMMARY OF FINDINGS

Although the operation of P.A.S.S. varies from school to school, several characteristics are common to the implementation of the program at all campuses. The P.A.S.S. coordinator in each school is highly visible and an empathetic resource for students who need a mild discipline response. One key to the success of the program, as identified by administrators, is the level of sensitivity and fairness perceived by students in the consequences for inappropriate behavior. Those components common to the P.A.S.S. Programs at each school (student, staff, parent, and community) have been implemented as follows:

1. Student Component

Each school provides services to students in the form of:

- Orientation for new students regarding the expectations of the school and the counseling resources that are available for assistance.
- Classes in "Success", psychology, Critical issues, etc. all of which are designed to give students a more realistic view of the world in which they live.
- Tutoring and study skills for the purpose of enhancing the ability to do well in class and reduce the potential for frustration related behavior problems.
- Personal advising as an adjunct or substitute for contact with assigned counselors in emergency circumstances, and which potentially expedites the access to resources outside the school.
- Peer Counseling as a strategy to underscore the benefit of personal counseling and make students to be more responsive.
- Utilization of the P.A.S.S. room as a resource room.

2. Staff Component

In each school, the P.A.S.S. Coordinator was responsible for staff relations regarding the disposition of P.A.S.S. students. Common among the services provided to staff were:

- Presentations to faculty about the P.A.S.S. program and the objectives of the services; Drug and alcohol treatment issues and resources.
- Coordination of parent and faculty conferences - particularly those related to student behavior or classroom management.
- Class visitations to assist teachers or provide direct services in the classroom.
- Monitoring of assigned class work for students who were temporarily removed from class as well as tutoring support.
- Interaction with Integration Coordinators and counselors for planning effective communication strategies with selected students; and linking the faculty with multi-cultural/multi-ethnic resources at the district level.
- Identification of special education and Chapter I resources where appropriate.

3. Parent Component

Recognizing the parent as having a vital role in redirecting the efforts of the student, P.A.S.S. coordinators endeavored to write, call, or confer with parents on a case by case basis. Each school focused on parent resources in these common ways:

- Coordinating individual parent conferences and introducing them to resources that may be of assistance to the student.
- Establishing parent meetings to explain the services of P.A.S.S.
- Making presentations at gatherings of parents around the regular school calendar.
- Making frequent/necessary telephone contact to update parents regarding student status.

4. Community Component

The interfacing of community resources can be a valuable asset for a school. The P.A.S.S. Coordinators commonly recognize this and endeavor to build upon the services they have available in the following ways:

- Invite guest speakers in to consult with staff and/or students particularly in the area of drug abuse.
- Attend meetings away from school as a means of professional development and enriching the services and skills they already employ.
- Develop and verify resources outside of school as a service to parents, staff, and students including parenting workshops for teen parents.

PROGRAM ANALYSIS

The P.A.S.S. Program was initiated in 1980-81 at Grant and Lincoln High Schools. The program was expanded to include Roosevelt High in 1985-86. For purposes of discussion, 1983-84 data will be referred to for comparison.

The data summarized in the tables that follow, report the statistical picture of enrollment, suspensions, suspension rates for P.A.S.S. and Non-P.A.S.S. schools as background. The statistical data of the P.A.S.S. Program in each school reflects the level of P.A.S.S. Program contact between P.A.S.S. staff and students and a breakout of sex, ethnicity, grade, and consequences data. Suspension data are also provided for 1983-84 for comparison.

Each school has a slightly different set of issues and answers; and each school operates their P.A.S.S. program in a way that responds to those issues and expands the range of those answers. The data reflect those site-specific issues. This summary discussion will focus on each program as well as the District-wide P.A.S.S. Program operation.

The data collected through the end of 1985-86 yields the following information:

P.A.S.S. PROGRAM DATA SUMMARY
CONTACT WITH STUDENTS, 1985-86

TABLE 1.0

	Grant		Lincoln		Roosevelt	
PASS CONTACTS	1212		3084		957	
Referral Disposition						
Conference	581	47.9%	2597	84.2%	167	17.4%
Time-Out	281	23.2%	406	13.2%	577	60.3%
In-School Suspension	350	28.9%	81	2.6%	213	22.3%
Ethnic Group						
Native-American	1		8	0.2%	14	1.5%
European-American	518	42.7%	2737	88.7%	723	75.5%
African-American	666	54.9%	234	7.6%	209	21.8%
Asian-American	22	1.8%	84	2.7%	6	0.6%
Hispanic-American	5	0.4%	21	0.7%	5	0.5%
Grade Level						
9th	533	44.0%	738	23.9%	608	63.5%
10th	381	31.4%	774	25.1%	178	18.6%
11th	201	16.6%	845	27.4%	85	8.9%
12th	97	8.0%	727	23.6%	86	8.9%
Sex						
Female	375	30.9%	1637	53.1%	218	22.8%
Male	837	69.1%	1447	46.9%	739	77.2%
Primary Reason Referred						
Fighting	44	3.6%	9	0.3%	33	3.4%
Insubordination	42	3.5%	24	0.8%	218	22.8%
Class Disruption	525	43.3%	177	5.7%	344	35.9%
Drug/Alcohol Related	2	0.2%	428	13.8%	2	0.2%
Tardiness/Class Cutting	149	12.3%	285	9.2%	70	7.3%
Other*	580	37.1%	2101	69.5%	290	30.4%

* "Other" represents the distribution of secondary referral reasons. Lincoln High data includes preventive "conferences" as well as a distribution of secondary referral reasons.

P.A.S.S. PROGRAM DATA SUMMARY
CONTACT WITH STUDENTS, 1984-85

TABLE 2.0

	Grant		Lincoln		Roosevelt
PASS CONTACTS	998		2494		Not implemented in 1984-85
Referral Disposition					
Conference	524	52.5%	2028	81.3%	
Time-Out	219	21.9%	282	11.3%	
In-School Suspension	255	25.6%	182	7.3%	
Ethnic Group					
Native-American	0	0	7	0.3%	
European-American	344	34.5%	1998	80.1%	
African-American	609	61.0%	416	16.7%	
Asian-American	0	0	52	0.7%	
Hispanic-American	0	0	0	0	
Other	44	4.5%			
Grade Level					
9th	392	39.3%	524	21.0%	
10th	216	21.7%	751	30.1%	
11th	129	12.9%	549	22.0%	
12th	61	6.1%	671	26.9%	
Other	192	19.3%			
Sex					
Female	212	21.2%	1419	43.1%	
Male	786	78.8%	1075	56.9%	
Primary Reason Referred					
Fighting	109	11.0%	189	7.6%	
Insubordination	135	13.6%	82	3.3%	
Class Disruption	426	42.7%	222	8.9%	
Drug/Alcohol Related	0	0	918	36.8%	
Tardiness/Class Cutting	143	14.3%	222	8.9%	

COMPARISON SUSPENSION DATA FOR ETHNIC GROUPS
PASS PROGRAMS VS. NON-PASS PROGRAM SCHOOLS

TABLE 3.0

All High Schools (District)	Enrollment	Suspensions	Native	European	African	Asian	Hispanic	Susp. Rate
1983-84	14,820	904	11	607	254	19	10	6.09
1984-85	14,828	858	9	563	240	25	21	6.2
1985-86	14,717	870	17	563	232	34	24	6.07
NON PASS H.S.								
1983-84 (NA)								
1984-85	11,679	735	8	506	182	20	19	6.2
1985-86	11,578	721	16	491	169	25	20	6.2
PASS H.S.								
Grant								
1983-84	1,756	50	0	21	28	0	1	2.9
1984-85	1,745	89	1	35	49	3	1	5.1
1985-86	1,764	128	1	59	59	5	4	7.3
Lincoln								
1983-84	1,385	31	0	18	13	0	0	2.2
1984-85	1,404	34	0	22	9	2	1	2.4
1985-86	1,375	21	0	13	4	4	0	1.5
Roosevelt								
1983-84*	1,142	77	1	47	29	0	0	6.7
1984-85*	1,071	160	1	125	25	3	6	14.9
1985-86	1,101	72	1	46	20	3	2	6.5
PASS H.S. TOTALS								
1984-85**	3,149	123	1	57	58	5	2	3.75
1985-86	4,240	221	2	118	83	12	6	5.1

* P.A.S.S. not yet implemented. Shown for comparison.

** Includes Lincoln and Grant only.

PERCENTAGES OF SUSPENSION BY ETHNIC GROUP IN HIGH SCHOOL WITH P.A.S.S.
COMPARED TO NON-PASS HIGH SCHOOLS AND THE DISTRICT

TABLE 4.0

	N	Native	European	African	Asian	Hispanic	Suspension Rate = Suspensions/Enrollment All Students
District H.S.							
1983-84	904	1.2	67.2	28.1	2.1	1.2	6.09
1984-85	858	1.0	65.6	27.9	2.9	2.4	6.20
1985-86	870	1.9	64.7	26.7	3.9	2.8	6.07
NON-PASS H.S.							
1984-85	735	1.1	68.8	24.8	2.7	2.6	6.2
1985-86	721	2.2	68.1	23.4	3.5	2.8	6.2
GRANT							
1983-84	50	0.0	42.0	56.0	0.0	2.0	2.9
1984-85	89	1.1	39.3	55.1	3.4	1.1	5.1
1985-86	128	0.8	46.1	46.1	3.9	3.1	7.3
LINCOLN							
1983-84	31	0.0	58.1	41.9	0.0	0.0	2.2
1984-85	34	0.0	64.7	26.5	5.9	2.9	2.4
1985-86	21	0.0	61.9	19.1	19.1	0.0	1.5
ROOSEVELT							
1983-84	77	1.3	61.0	37.7	0.0	0.0	6.7
1984-85	160	0.6	78.0	15.6	1.9	1.3	14.9
1985-86	72	1.4	63.9	27.7	4.2	2.7	6.5

CHANGE IN SUSPENSION RATES - PASS SCHOOLS
1983-84 to 1984-85, 1984-85 to 1985-86

TABLE 5.0

	ALL DISTRICT HIGH SCHOOLS	GRANT	LINCOLN	ROOSEVELT
1983-84	904	50	31	77
1984-85	858	89	34	160
1985-86	870	128	21	72
Change of N				
83-84 to 84-85	-46	+39	+3	+83
84-85 to 85-86	+12	+39	-13	-88
Percent Change in Number of Suspensions				
83-84 to 84-85	-5.1%	+78%	+9.7%	+108%
84-85 to 85-86	+1.4%	+30.5%	-38.2%	-55%
Change in Suspension Rate				
83-84 to 84-85	+0.11	+2.2	+0.20	+8.2
84-85 to 85-86	-0.13	+2.2	-0.09	-8.4

Program Analysis (cont.)

o Grant High

Grant High shows an increase in suspensions over the two year period that P.A.S.S. has been in operation. The number of suspensions increased from 50 in 1983-84 to 89 during 1984-85; and from 89 to 128 during 1985-86. While the population has been nearly constant, these numbers reflect percentages increases of 78% and 30.5% in successive years.

Still, the administrators at Grant report that the P.A.S.S. Program provided a significantly expanded range of options, and allowed the number of suspensions to be fewer than would otherwise be the case. Additionally, they report that the contact between teachers and P.A.S.S. Program staff enhanced those teachers' abilities to prevent and resolve conflict issues.

The disproportionality of minority students suspended from public schools has been an issue in urban school districts in general and in Portland in particular. The percentage of minority students suspended at Grant has declined over the past two years when counted as a percentage of all students suspended. However, the number of African American students suspended from Grant High increased from 28 in 1983-84 to 49 during 1984-85 to 59 during 1985-86. The decline in the percentage of African American students suspended reflects equity of treatment despite an increase in absolute numbers.

The focus of P.A.S.S. has been in the area of preventive counseling and conflict resolution strategies for students and teachers. Of the 1,212 contacts with students at Grant, 47.9% were preventive counseling action; 54.9% were with African American students (Table 1.0). The administrators commented that the P.A.S.S. program was effecting improved responses in the area of discipline. The most revealing statistic among the P.A.S.S. data is the reduction in "fighting" as a reason for referral. During 1984-85 Grant directed 109 referrals to the P.A.S.S. Program for fighting. In 1985-86 there were only 44 such referrals.

The school climate has improved with reference to the frequency of fighting and violent behavior and may be attributable to P.A.S.S. Still, the significant increase in the overall percentage of students suspended since 1983-84 cannot be overlooked.

o Lincoln High

Lincoln High data shows a slight increase in suspensions from 1983-84 to 1984-85; but as a more consistent part of a trend since the initial P.A.S.S. Program in 1980-81, a substantial decline in suspensions between 1984-85 and 1985-86.

A primary issue for the P.A.S.S. Program at Lincoln High has been alcohol and drug abuse offenses. The primary tactic for dealing with the problem has been preventive counseling sessions. Of the 3,084 contacts with students 84.2% were conferences (Table 1.0).

Lincoln High spent its resources on making contact with students. Because P.A.S.S. Program facilities handled less than one-fourth the number of "In-house" suspensions at Grant and barely one-third those of Roosevelt, staff was able to spend proportionately more resources on preventive counseling. Much of the P.A.S.S. Program counseling results from student self-referrals.

The P.A.S.S. Program staff and the Lincoln High administration agree that the preventive mode of contact and counseling has saved several youngsters from being suspended.

More importantly, the approach may have been effective in reducing future drug abuse. Students report that P.A.S.S. responded to their problems with help rather than punishment and encouraged them to take greater responsibility for changing their own patterns of behavior.

Parental contact was identified as useful in the planning and resolution of student difficulty. The P.A.S.S. Program averaged more than 100 contacts with parents each month. In the exchange, staff shared student progress and activities. Staff reported that parents often offered information that better enabled the P.A.S.S. Program to provide more appropriate services.

Lincoln's utilization of community services centered around the Youth Service Centers in west Portland as referral sources for additional private counseling. Students specifically in the P.A.S.S. Program presented drug abuse information to both West Sylvan and Ainsworth feeder school populations.

o Roosevelt High

The Roosevelt P.A.S.S. Program is characterized by a consistent counseling-oriented effort. At least five student-focused sub-projects were coordinated through the P.A.S.S. Program staff:

1. Support group for students recovering from alcohol and substance abuse;
2. Support group for children of alcoholics;
3. Amicae, Peer Helper Program;
4. Guided Group Interaction (GGI) for group process; and
5. Teen Parent seminars.

Like Grant, more than 50% of P.A.S.S. Program resources were spent on the management of students sent to the P.A.S.S. Program room for "Time-out" or "In-house" suspension compared with only 16% for the Lincoln High P.A.S.S. Program (Table 1.0).

A change in procedure was implemented in mid-year for contacting parents. In cooperation with the vice-principal's office parents were notified by letter of assignment to the P.A.S.S. Program stating the reasons and accompanied by an invitation to call the Roosevelt P.A.S.S. staff. This resulted in more parental contact.

In 1985-86, the first year of P.A.S.S. in Roosevelt, there was a significant 55% decrease in the number of suspensions from an unusual 1984-85 (108% increase in suspensions over 1983-84) (Table 3.0). It was on the basis of Roosevelt's high suspension rate that P.A.S.S. was recommended for Roosevelt initially, and it seems to have effected the desired result.

Roosevelt's suspension rate remains higher than the District rate and other Non-P.A.S.S. schools (Table 3.0), but the rate is decreasing compared to two years ago (Table 5.0). The percentage of African American students suspended is up slightly from 1984-85, but significantly lower that two years ago (Table 4.0). Other ethnic minorities suspended is up slightly, but conmprise a very small fraction of the data (Table 3.0).

Roosevelt data compares with that of Grant in terms of the leading reasons for referrals to the P.A.S.S. Program. Most referrals originate with student teacher conflict (i.e. disruption, insubordination) (Table 1.0). Adminstrators report concern for patterns of drug/alcohol abuse by students that is not reflected in the small number of referrals on drug/alcohol related violations.

CONCLUSIONS

1. While the P.A.S.S. Program at each school is tailored to its population, the data in Table 1.0 reveals distinct differences between Lincoln's program and the programs at Grant, Roosevelt.

Grant and Roosevelt are similar in the following ways:

A. Both find the most frequent incidence of behavior requiring P.A.S.S. intervention at the 9th grade level.

B. Both find "class disruption" as the most frequent violation of the behavior code.

C. Both spend approximately 3/4 of program resources on the male population.

D. In both schools, the percentage of African American students in contact with P.A.S.S. exceeds the group's percentage in the school population.

Lincoln's P.A.S.S. Program is distinct from Grant/Roosevelt in the following ways:

A. More females than males are contacted.

B. The primary most frequent contact is a "preventive" contact.

C. Resources are distributed almost equally across all four grades.

D. The total number of contacts is twice that of Grant and almost three times that of Roosevelt.

These differences are accounted for by the needs of the population. Both Grant and Roosevelt have significantly more disruptive behavior, and significantly less drug related problems which has been the major focus of the Lincoln P.A.S.S. Program (Table 1.0).

2. Lincoln students appear to be less inhibited about expressing the need for help particularly in the category of alcohol and drug related behavior.

3. The counseling provided by P.A.S.S. Coordinators at all schools contributes to a diffusion of aggressive behavior resulting in fewer fights and incidents of violent behavior.

4. Lincoln and Roosevelt have experienced a reduction in overall suspensions since initiating the P.A.S.S. Program. Grant has maintained a decline in both the percentage of minorities suspended and suspensions for fighting, resulting in an improved climate.

5. The "Time-out" and "In-house" suspensions contributed to a reduced number out-of-school suspensions through an increased range of consequences for rules violations.

6. Increased contact with students, especially preventive counseling, contributes to improved behavior in the school.

7. Preventive counseling is more likely to take place where there are fewer high priority issues such as fighting and disruptive behavior. Thus, the climate of the school shapes the delivery of services to students in the P.A.S.S. Program.

8. A reduced number of suspensions in a school is not automatically accompanied by a reduced number of discipline referrals. (Compare Tables 1.0 and 2.0)

RECOMMENDATIONS

1. The orientation of 9th graders should be intensified for preventive discipline value. It should occur near the start of the school year, and resources to support and assist students should be identified and coordinated with the school's traditional counseling services.

2. The number of referrals should be tracked as a means of measuring the climate of the school. Where P.A.S.S. is effective, there should be fewer referrals as well as fewer suspensions.

3. Students who have shown a pattern of difficulty should be identified at the beginning of the school year. They should be provided support through preventive and on-going counseling. Incentives, appropriate for high school students, should be considered for positive reinforcement of changed behavior. Indicators of "changed behavior" should be devised on an individual basis between staff and students.

4. The incentives concept should be a part of a larger effort to establish "Student Leadership" seminars which focus on personal development through academic and cultural opportunities and exposure. Assignment of "mentors" should be considered as an adjunct to preventive counseling strategies.

5. The P.A.S.S. Program should be expanded to high schools where resources for coping with behavior have not been extensive, and where suspension rates are high or increasing. Leading candidates in this category are Marshall and Cleveland High Schools.

6. Grant High administrators should isolate the reasons for the dramatic increase in suspensions in successive years since 1983-1984, and make decisions on an improved use of its P.A.S.S. Program.